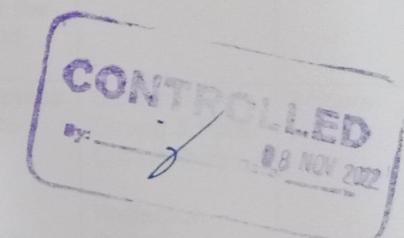


 <p>Bicol University Legazpi City</p>		Course Code and Title:	EDUC 12- Field Study 1- Observations of Teaching-Learning in Actual School Environment			
		Term:	1 ST Semester SY, 2022-2023		Course Schedule	
		Revision Date:	August 10, 2022		Co-requisite/s	
		Credit:	3 units		Pre-requisite/s	
		Course Placement:	4 TH year of BSED Major in Math		Type pf Course	
College:	POLANGUI CAMPUS	Faculty:	Maximo R. Razal		Consultation Hours:	
Department:	Teacher Education	Contact Details:	maximojr.razal@bicol-u.edu.ph		Dean: Dr. Mary Joy B. Catangui	
Program:	Bachelor of Secondary Education Major in Mathematics	Department Chair:	Ma. Saleste D. San Pablo			
Vision:	A world-class university producing leaders and change agents for social transformation and development	Core Values:	Scholarship, Leadership, Character, Service			
Mission:	Give professional and technical training, and provide advanced and specialized instruction in literature, philosophy, the sciences, and arts besides providing for the promotion of scientific and technological researches (RA5521, Section 3.0)	Quality Policy:	Bicol University commits to continually strive for excellence in instruction, research and extension by meeting the highest level of clientele satisfaction and adhering to quality standards and applicable statutory and regulatory requirements			

Institutional Learning Outcomes:

Every BU graduate should:

1. Demonstrate critical thinking and integrative skills to solve problems and to support lifelong learning;
2. Communicate effectively and appropriately orally and in writing for various purposes with the responsible use ICT tools;
3. Collaborate with diverse people ethically and with mastery of knowledge and skills in given disciplines; and
4. Create knowledge and innovation to promote inclusive development as well as globalization.



Program Learning Outcomes:

1. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political context
2. Demonstrate mastery of subject matter/discipline

3. Develop innovative curricula, instructional plan and utilization of ICTs, teaching approaches and resources for diverse learners
4. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning process and outcomes
5. Display skills and abilities to be a reflective and research-oriented secondary teacher

Course Description:

This is the first experiential course, which will immerse a future teacher to actual classroom observation situation and learning environment where direct observation of teaching learning episodes that focuses on the application of educational theories made. Observations on learner's behavior, motivation, teacher's strategies of teaching, classroom management, assessment in learning among others shall be given emphasis. A portfolio shall be required in the course.

Course Learning Outcomes:

Content Learning Outcomes	P1	P2	P3	P4	P5
1. Can identify and describe different reading remediation that influence teaching methods and practices	1, P	D	P	P	I,P
2. Adapt remedial reading interventions and techniques in the advancement of learning and improvement of the quality of life	1,P	I,P	1,P,	P	P
3. Comprehend, apply and generalized of the systematized designs of instruction	I,P	I,P	P	P	P
4. Develop familiarity with the reading remediation and express its relevance to teaching and learning process	1	D	P	P	P
5. Design, create and evaluate instructional materials that is needed for teaching	I,D	D	P	P	P
6. Manifest interest in learning visual symbols in reading as techniques in reading remediation	P	P	1,P	D	D
7. Acquire new knowledge and skills in reading advancement for education purpose	P	P	1,P	D	D
8. Recognize the most appropriate reading remediation and intervention among learners	P	P	1,P	D	D
9. Support the roles and functions of remedial reading in teaching and learning.	P	D	P	P	D

Legend: I - Introduced concepts/principles; P - Practice with supervision; D - Demonstrated across different settings with minimal supervision

Course Content

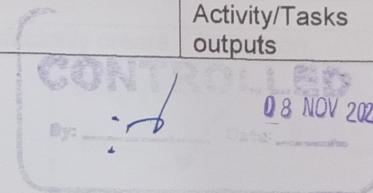
Specific Learning	Learning Content	Instructional Delivery	Instructional Resources	Performance Standard	Assessment Tasks/Output	Time Allotment
Orient with the students to the vision, mission of the university and goal of the department and the gender and development	Introduction to The VMG of the university and the objectives of the BUPC and gender and Development	Interactive Lecture/Discussion	Student's Handbook	Support the University and Campus' VMGO Can express freely the views of gender and development	Q and A	1 hour
Familiarize with the students to the school facilities, amenities and other school functions as they need to become a 21 st globally teacher	The School Environment	Lecture, discussion	Printable and Downloadable Course Modules LMS/ Google classroom	Can thoroughly express the meaning and its difference Can express and present views on the	Students with Strong & Poor Connectivity: Reflection Paper	9 hours

	<p>Learner Diversity: Development, Characteristics Needs and Interview</p> <p>Focus on Gender, Needs, Strengths, Interests, experiences Language, Race, Culture, Religion, Socioeconomic Status, Difficult Circumstances, and Indigenous peoples</p> <p>Learner Diversity: The Community and Home Environment</p> <p>Creating an Appropriate Learning Environment</p>		<p>Internet connectivity</p> <p>Videos in YouTube</p>	<p>different reading instructional models</p> <p>Can create a reading models address to the needs of the readers</p>	<p>Short Quiz</p> <p>Activity/Tasks outputs</p> <p>Students without Connectivity:</p> <p>Reflection Paper</p> <p>Answered module</p>	
	<p>Classroom Management and Classroom Routines</p> <p>Physical and Personal Aspects of Classroom Management</p>	<p>Lecture, discussion</p>	<p>Printable and Downloadable Course Modules</p> <p>LMS/ Google classroom</p> <p>Internet connectivity</p> <p>Videos in YouTube</p>	<p>Can plan an activities on classroom management that is appropriate to specific type of learner.</p>	<p>Students with Strong & Poor Connectivity:</p> <p>Reflection Paper</p> <p>Short Quiz</p> <p>Activity/Tasks outputs</p>	<p>14 hours</p>

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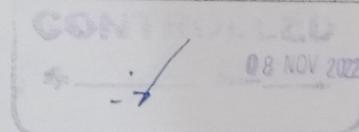
AnyScanner

	Close Encounter with the school Curriculum Preparing for Teaching and Learning The Instructional Cycle Utilizing Teaching-Learning Resources Assessment FOR learning and Assessment AS Learning (Formative Assessment) Assessment OF Learning (Summative Assessment)	Role playing. Discussion and lecture			Students without Connectivity: Reflection Paper Answered module	
Orient with the students the process of assessment						
Cite the personal qualities of an effective teacher	The Teacher as a Person and as a Professional Towards Teacher Quality: Developing a Global Teacher of the 21 st Century On Teachers Philosophy of Education	Role playing, discussion, and lecture				
Mid-term Examination						3 hour
Familiarize the students with	Students' Immersion to	Its purpose is for		Can satisfactorily create	Reflection	24

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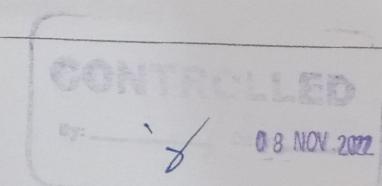


the school actual situation through deployment.	enhance the skills on the teaching and learning process through following the IATF protocols and guidelines	students appreciate their own culture as well as universal languages. Here, cultural knowledge and linguistics are the resources. The more you get to know, the better you get. While studying in an immersion school, a student gets to know about another new language as well as improving their communication skills (L1, and L2)		a learning environment that is conducive to learning, can organize and plan specific class activities based on the needs of the learners, can manage the conduct and behavior of the learners, and can deliberately the lessons to the learners.	Paper Portfolio on the learning experiences on the field study	
Final Examination						3 hours
Total Number						54 hours

RUBRICS (PROJECT / WRITTEN OUTPUTS)

RESPONSE	SCORE	CRITERIA
Excellent	9 to 10	The answer is complete with basis All information provided is accurate The answer demonstrates deep understand Writing is well organized, cohesive and easy to comprehend
Very Satisfactory	6 to 8	The answer is supported with a basis Some information provided is not accurate The answer demonstrates understanding of the content Writing is well-organized, cohesive, and easy to comprehend

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Satisfactory	3 to 5	The answer does not address portion of the question, major details are missing The answer demonstrates basic understanding Writing is unorganized, not cohesive and difficult to comprehend
Fair	1 to 2	The answer does not address portion of the question The answer did not coincide with the topic discussed Writing is unorganized and difficult to comprehend

Course Requirement:

Type of Requirement	Specific Requirements	Modality of Submission	Due Date
Tests and examinations	Quiz	Right after the test	
	Mid-term examination	Via Courier/virtual verification follow up	Mid-term examination schedule
	Final examination	Via Courier/virtual verification follow up	Final examination schedule
Written Works	Learning activities and individual output	e-mail/google classroom, or messenger	
Reports/Presentation	Individual Report via zoom/messenger	Messenger/ google meet	
Output/Home works	Compilation of Presentation module format/discussion paper	email, messenger, google classroom	one week before the final examination
Class Participation	On-line discussion/instructional materials	e-mail/ via courier/F2F	One week before the final examination

Lifelong Learning Opportunities:

The required individual Literary portfolio will provide an avenue for the student/ future Secondary English Teacher to discover and enhance their literary potentials, and develop their sense of understanding on societal development based on written genre.

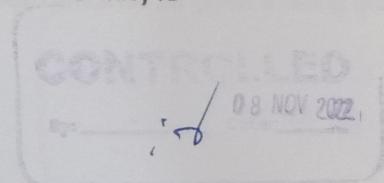
Course Assessment:

BU Grading System (To include performance standards)

Midterm/Final Examinations(oral and written exam)	-	40%
Class Standing/ Participation	-	30%
Projects and other Written Outputs	-	30%
TOTAL		100%

System of Computing Grade: Midterm Grade 50%; Tentative Grade 50%:

Final Grade = (Midterm Grade) $\frac{1}{2}$ (Tentative Grade) $\frac{1}{2}$



References:

Lucas, MR, Borabo, ML, Bilbao, PP & Corpuz, BB, *Field Study 1*, Lorimar Publishing Inc, Cubao Quezon City, 2020

Bastable, SB, *Gender, Socioeconomic, and Cultural Attributes of the Learner*, Retrieved files: https://samples.jblearning.com/0763751375/46436_ch08_000_000.pdf

Web-site References:

Barry J. F *Environments for Education*, International Encyclopedia of the Social & Behavioral Sciences (Second Edition), 2015 Retrieved Files: <https://www.sciencedirect.com/topics/social-sciences/school-environment>

_____, *Classroom Management Approaches to Support School* <https://www.cdc.gov/healthyyouth/classroom-management/pdf/DAS>

Goodrich, K., *Classroom techniques: Formative assessment idea*, Retrieved files: <https://www.nwea.org/blog/2012/classroom-techniques-formative-assessment-idea>

Kislik, B., *Effective Classroom Management and Managing Student's Conduct*, Retrieved Files: www.adprima.com/managing.htm

Isabella Damiani, Andrew Thoron, and J. C. Bunch, *Utilizing Demonstrations in Teaching*, Retrieved files: <https://edis.ifas.ufl.edu/pdf%5CWC%5CWC30600.pdf>

Course Policies:

On the course policies, please refer to the 2019 Revised Version of Bicol University Student Handbook as to: Ethical Policies in page 51 under the Duties and Responsibilities of Students; Academic Integrity Policy in page 16 under the Policy Statement on Academic Integrity; Policies on Absences and Tardiness in page 15 under Attendance and Absences; Language of Instruction is in English; Special/Make-Up Quiz/Examinations/Work in pages 17 and 18 under Examinations; and Dress and Grooming Codes in page 43, paragraph 6, 7 and 8 under Minor Offenses.

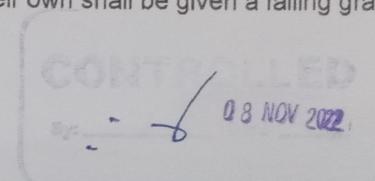
Ethical Policies:

Students are expected to act with decorum in communicating with the teacher and classmates either one-on-one or in the discussion boards. Proper netiquette is expected. For more information, see <https://www.rasmussen.edu/student-experience/college-life/etiquette-guidelines-every-online-student-needs-to-know/>

Academic Integrity Policy:

Plagiarism shall not be tolerated. Students caught/found submitted papers copied from others and presenting them as their own shall be given a failing grade. For more information, see <https://plagiarism.org/article/what-is-plagiarism>.

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Policies on Absences and Tardiness:

As we are currently using the distant mode of education, here are no physical classes unless the university administration finds it safe already to have classroom lectures. For the meantime, we shall study asynchronously so attendance will not be taken. However, there shall be point deductions for tardy submission of requirements

Language of Instruction:

Given the nature of our course, the language of instruction is English. Filipino may be used with the permission of the teacher from time-to time. Mother tongue is discourage because students came from various provinces with different distinct dialect

Use of the Learning Management System:

The class shall use the learning management system prescribed by the University.

Use of Mobile Phones and Gadgets:

Since we are using the distance mode of learning, Students are expected to have the necessary gadgets to access course materials

Special/Make-Up Quiz/Examinations/Work:

Make-Up Summative Tests will be given to students upon approval of their request for such from the Department Head. No Make-Up Classes for Formative Tests.

Dress and Grooming Codes:

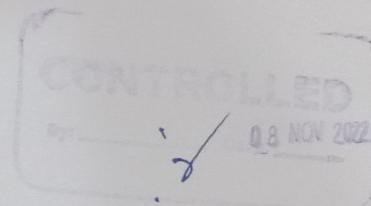
All students are expected to wear uniform during face-to-face meetings. Should there be a synchronous activity through online platforms (e.g., Google Meet, Zoom, etc.) a proper attire is expected among participants.

Statement on Student Wellness:

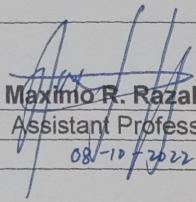
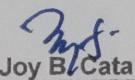
Observe health protocols stated in IATF guidelines during face-to-face consultation

Advising and Support: Consultation schedule for this course are as follow:

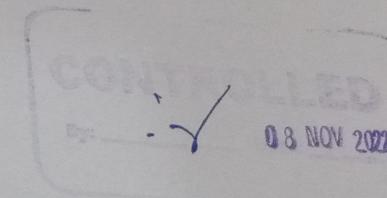
Online: Saturday; 1:00PM to 3PM



Warning: Indicate that you reserve the right to make adjustments or changes throughout the semester. Remind students that they are responsible to learn about these changes if they miss any class time.

Prepared by:	Reviewed by:	Approved by:
 Maximo R. Razal, Jr. Assistant Professor I Date: 08-10-2022	 Ma. Saleste D. San Pablo, MAED Department Chair, TEdD 08-10-2022	 Mary Joy B. Catangui, Ed.D Dean 8/30/22

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